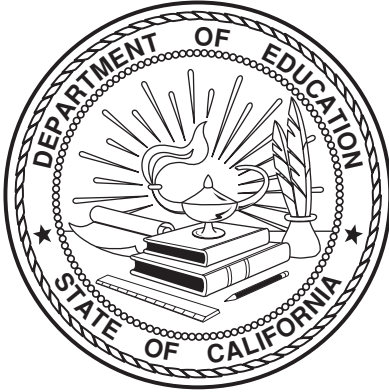

California English Language Development Test (CELDT)



Assistance for School District and School Staff

Reporting and Using 2007–08 Individual Results:

- Understanding Reclassification
- Planning for Students With Disabilities
- Communicating with Parents and Guardians

June 2008

Prepared by the
California Department of Education

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Section I

Introduction

Purpose and Design

**Suggested Uses of
Information and Materials**

June 2008

**Prepared by the
California Department of Education**

Purpose and Design

The primary purpose of the *Assistance for School District and School Staff* is to provide school districts and schools with the information they need to: (1) prepare teachers for reporting and using student results; (2) communicate with parents and guardians about their students' California English Language Development Test (CELDT) results as they relate to the local reclassification process; and (3) ensure that English learners with disabilities have appropriate test variations, accommodations, modifications, and/or alternate assessments to demonstrate their progress toward English language proficiency.

In addition to the Introduction, this packet is divided into five sections:

- CELDT Overview
- Reclassification of English Learners to Fluent English Proficient
- Test Variations, Accommodations, Modifications, and Alternate Assessments
- Communicating Results with Parents and Guardians
- Appendix

Each section is designed to provide several types of information materials in suggested formats to assist school district and school leaders responsible for communicating with staff, parents, and guardians. These assistance materials include: a brief fact sheet about the CELDT; testing and reporting dates; reclassification guidelines approved by the State Board of Education (SBE); assistance for planning test variations, accommodations, modifications, and/or alternate assessment(s) for students with disabilities; a sample brochure for parents and guardians; and sample letters to parents and guardians. A description of all the documents in each section of this packet, their available languages, and suggested uses are provided on pages I-2 through I-5.

Suggested Uses of Information and Materials

Section	Document	Description	Suggested Uses
II	Facts About the CELDT for 2007–08	Provides a summary of the 2007–08 CELDT with legal citations.	<ul style="list-style-type: none"> • Share information with staff and distribute copies at staff meetings, in staff mailboxes, and at grade-level and/or department meetings. • Provide copies for administrators, teachers, and parent leaders in preparing for conferences and other meetings with parents and guardians of English learners.
	Testing and Reporting Schedule for 2007–08	Outlines testing and reporting schedule for initial and annual administrations.	<ul style="list-style-type: none"> • Review with employees annually to prepare them for questions they may receive from parents, guardians, and community members.
	Reporting and Using Individual Results	Describes the results reported for students taking the CELDT and the process for determining the performance level for each domain tested and for the overall English proficiency level.	<ul style="list-style-type: none"> • Review with teachers and support staff to prepare them for reporting and using 2007–08 results.
	Decision Guide for Assessment and Reclassification of English Learners	Provides key components and outcomes of initial and annual assessments.	<ul style="list-style-type: none"> • Share information with staff and distribute copies at a staff meeting, in staff mailboxes, and at grade-level and/or department meetings. • Provide copies for administrators, teachers, and parent leaders in preparing for conferences and other meetings with parents and guardians of English learners.

Section	Document	Description	Suggested Uses
III	Guidelines for Reclassification of English Learners	Provides a copy of reclassification guidelines as approved by the SBE.	<ul style="list-style-type: none"> • Provide copies for review at planning meetings of management team and/or local board of trustees. • Share information at staff meetings and at special meetings for parents and guardians of English learners.
	Process Example: Reclassifying a Student from English Learner to Fluent English Proficient	Provides graphic example of the use of SBE-approved reclassification guidelines for school districts preparing local reclassification policies and procedures.	<ul style="list-style-type: none"> • Use with copies of Guidelines for Reclassification of English Learners at management team and/or local board of trustees planning meetings and at special meetings for parents and guardians of English learners.
IV	Suggested Considerations for Review of Individualized Education Programs (IEPs)/Section 504 Plans	Outlines the process and considerations for reviewing IEPs or 504 plans of students taking the CELDT.	<ul style="list-style-type: none"> • Use in training sessions with designated staff prior to the annual review of IEPs or 504 plans of students taking the CELDT. • Have staff use as a reference when reviewing IEPs and 504 plans.
	Understanding CELDT Administration with Accommodations, Modifications, and/or Alternate Assessments	Briefly describes test variations, accommodations, modifications, and/or alternate assessments allowed for students required to take the CELDT as specified in their IEPs or 504 plans.	<ul style="list-style-type: none"> • Use in training sessions with designated staff prior to the annual review of IEPs or 504 plans of students taking the CELDT. • Share copies with staff at faculty meetings. • Share copies at special parent/guardian meetings.
	Participation Criteria for Alternate Assessments	Provides criteria for determining whether a student should take alternate assessments.	<ul style="list-style-type: none"> • Use in training sessions with designated staff prior to the annual review of IEPs or 504 plans of students taking the CELDT. • Have staff use as a reference when reviewing IEPs and 504 plans.
	Alternate Assessment Instruments	Provides examples of available alternate assessments.	<ul style="list-style-type: none"> • Use with participation criteria for alternate assessments.

Section	Document	Description	Suggested Uses
IV	Sample School Summary Planning Chart for Test Variations, Accommodations, Modifications, and/or Alternate Assessments	Provides a site planning chart for documenting students who need test variations, accommodations, modifications, and/or alternate assessments.	<ul style="list-style-type: none"> Use in training sessions with designated staff prior to the annual review of IEPs or 504 plans of students taking the CELDT. Have site CELDT coordinator use chart for planning and communications with district CELDT Coordinators and special education/504 leads.
	Sample School District Action Plan Worksheet for Test Variations/Accommodations/Modifications/Alternate Assessments	Describes step-by-step process and provides sample worksheet for school district planning, training, and CELDT administration for students with IEPs or 504 plans.	<ul style="list-style-type: none"> Use in training sessions with designated school district staff prior to the annual review of IEPs or 504 plans of students taking the CELDT. Use for planning with school district personnel responsible for CELDT testing, special education, and/or 504 plans.
	Sample Site Action Plan Worksheet for Test Variations/Accommodations/Modifications/Alternate Assessments	Describes step-by-step process and provides sample worksheet for site planning, training, and CELDT administration for students with IEPs or 504 plans.	<ul style="list-style-type: none"> Use in training sessions with designated site staff prior to the annual review of IEPs or 504 plans of students taking the CELDT. Use for planning with site personnel responsible for CELDT testing, special education, and/or 504 plans.
V	Information for Parents and Guardians (brochure)*	Briefly describes the CELDT, who takes the test, and the uses of results in a double-fold brochure layout.	<ul style="list-style-type: none"> Attach to letters sent to parents and guardians of English learners. Distribute copies at workshops and/or special meetings for parents and guardians of English learners. Have teachers share copies at parent/guardians conferences.

* Sample parent/guardian brochure and letters are translated into Spanish and posted separately on the CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

Section	Document	Description	Suggested Uses
V	Sample Parent/Guardian Notification Letters (four samples included)*	Provides sample letters that can be used to notify parents and guardians of CELDT results for students identified as: <ul style="list-style-type: none"> • English learners • Fluent English proficient • English learners not yet reaching proficiency • English learners being considered for reclassification 	<ul style="list-style-type: none"> • Distribute with CELDT results in special mailings to parents and guardians.
	Guide to the Student Proficiency Level Report (2007–08)	Briefly describes each component of the CELDT Student Proficiency Level Report.	<ul style="list-style-type: none"> • Share copies (with sample reports) with staff at faculty meetings prior to the distribution of CELDT results to parents and guardians. • Attach with CELDT Student Level Proficiency Report in special mailings to parents and guardians.
	Sample Student Proficiency Level Reports (front and back)	Provides samples of the exact reports that are sent to school districts to share with parents and guardians.	<ul style="list-style-type: none"> • Review copies with staff in faculty meetings prior to the distribution of reports to parents and guardians.

Section II

CELDT Overview

**Facts About the
CELDT for 2007–08**

**Testing and Reporting
Schedule
for 2007–08**

**Reporting and Using
Individual Results**

**Decision Guide for
Assessment and
Reclassification of
English Learners**

June 2008

**Prepared by the
California Department of Education**

Facts About the CELDT for 2007–08

Legal Requirements and Purpose

- Federal guidelines under Title III of the No Child Left Behind (NCLB) Act of 2001 require that state education agencies (SEAs) receiving Title III funds:
 - Establish English language proficiency standards.
 - Identify or develop and implement English language proficiency assessments.
 - Define Annual Measurable Achievement Objectives (AMAOs) for monitoring the progress of English learners toward attainment of English proficiency.

The California English Language Development Test (CELDT) meets these accountability provisions except for the testing of students in kindergarten and grade one in reading and writing. Currently, California is developing an early literacy test, and as a result that provision will be met in the 2009–10 school year.

- The CELDT (instituted by *Education Code* sections 313 and 60810[d]) has three purposes: (1) to identify students who are limited English proficient; (2) to determine the level of English language proficiency of students who are limited English proficient; and (3) to assess the progress of limited-English-proficient students in acquiring the domains of listening, reading, speaking, and writing in English.

CELDT Administration

- State law (*Education Code* Section 52164.1[a]) requires school districts to administer the CELDT for initial identification to all enrolling students (in kindergarten through grade twelve) who have a primary language other than English listed on their Home Language Survey (HLS) and for whom there is no record of English language proficiency assessment results. This must occur within 30 calendar days after students first enroll in a California public school. Home language determination is required only once. The CELDT for initial identification is administered throughout the year as new students are enrolled.

- In addition, Section 3302 of Title III of NCLB requires school districts receiving Title III funds, not later than 30 days after the beginning of the school year or within two weeks of a student's placement in a language instruction program after the beginning of the school year, to inform parents or guardians of (1) the reasons for their student's identification as an English learner and (2) the need for placement in the specified program. Parents of English learners with an individualized education program (IEP) must be notified how the recommended placement will help their children meet the objectives of the IEP.
- State law (*Education Code* Section 313 and the *California Code of Regulations* Section 11511.[b]) also requires school districts to administer the CELDT annually to previously identified English learners until they are reclassified by the school district as fluent English proficient (RFEP). The testing window for the administration of the annual CELDT is July 1 through October 31. All students take the grade-level test for the span (kindergarten–grade two, grades three–five, grades six–eight, or grades nine–twelve) that reflects their grade-level placement. Guidelines for the reclassification of English learners, approved by the State Board of Education (SBE), are provided in Section V of this packet.
- The CELDT assesses four domains: listening, speaking, reading, and writing. Students in kindergarten and grade one currently are assessed in listening and speaking only. Beginning in 2009–10, students in kindergarten and grade one also will be assessed in early literacy (reading and writing).
- State law (*Education Code* Section 60810) requires that the CELDT (1) be reliable and valid and (2) yield scores that allow comparisons over time and that can be aggregated to evaluate program effectiveness. This test also should be capable of being administered by classroom teachers and be aligned to the *English Language Development Standards for California Public Schools*, adopted by the SBE in July 1999.

Scoring and Reporting

- State law (*Education Code* Section 52164.1) requires school districts to inform parents and guardians of their students' CELDT results within 30 calendar days after the school district has received them.

- In May 2001, the SBE approved score cut points for five performance levels for the initial and annual CELDT administrations. The five levels are: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. CELDT results show the performance level students achieve for each domain and for overall English language proficiency.
- In March 2006, the SBE approved updated performance level cut scores at every grade (kindergarten through grade twelve). The updated cut scores were implemented in July 2006, using a new common scale that is designed to improve reporting of results and increase precision in accountability reporting.
- Overall performance level descriptors are printed on the back of each 2007–08 CELDT Student Proficiency Level Report.
- Results of the CELDT, administered in 2007–08, are reported using the new common scale. The common scale allows future comparisons to be made from year to year. Group results for 2007–08 may be compared with the 2006–07 CELDT results and converted scores for 2005–06 (provided by the testing contractor).
- The annual assessment results are posted on the Internet in the spring following the annual assessment window. The initial identification assessment results and the combined assessment results are posted in the fall during the following school year. Each posting has results at four levels (state, county, school district, and school). The posted data include student counts by overall performance level by grade as well as the mean scale score for each of the domains tested by grade. Summary data are not provided for groups of three or less students.

**More Information
about the CELDT**

For additional information about the CELDT, visit the CELDT Web page at <http://www.cde.ca.gov/ta/tg/el/> or contact the CELDT office in the Standards and Assessment Division of the CDE at 916-319-0784 (phone), 916-319-0967 (fax), or CELDT@cde.ca.gov (e-mail).

Testing and Reporting Schedule for 2007–08

July 1, 2007

The 2007–08 California English Language Development Test (CELDT) testing window began for initial identification and for the testing window for the seventh annual assessment of the CELDT administration.

October 31, 2007

The testing window for the seventh annual assessment of the CELDT administration ended.

Six to eight weeks after receipt of completed answer documents by testing contractor

Individual score reports and labels are received by school districts.

Within 30 calendar days after receipt by school districts

Individual CELDT test results (initial and annual) are reported to parents and guardians.

Fall 2007

Initial identification assessment results and combined assessment results for 2006–07 were posted.*

April 2008

Annual assessment results for 2007–08 were posted.*

June 30, 2008

The 2007–08 CELDT testing window for initial identification will close.

Fall 2008

Initial identification assessment results and combined assessment results for 2007–08 will be posted.*

* Each posting includes results at four levels (state, county, school district, and school). The data include student counts by overall proficiency level by grade as well as the mean scale score for each of the skill areas by grade. Summary data are not provided for groups of three or less.

Reporting and Using Individual Results

California English Language Development Test (CELDT) results for individual students show the level of performance students have attained as they progress toward English language proficiency. The CELDT results are not used to measure academic achievement. There are five levels of performance: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

Determining Performance Levels for Domains

The 2007–08 CELDT report for each student provides the following:

- An overall English performance level and scale score for all domains of the test combined
- A scale score and a performance level for each domain tested (listening, speaking, reading, and writing)
- A comprehension score that is an average of the scale scores for listening and reading (No performance levels are available for combined scale scores because combined scores are derived from scale scores for which performance levels are provided.)

Note: Unlike raw scores, scale scores permit the direct comparison of test results from one administration to another. The raw score to scale score conversion reflects the relationship between difficulty of individual test questions in each test form and the constant measure of performance indicated by the reported scale scores. The procedure of converting the raw scores to scale scores involves scaling and equating.

Determining Overall Performance

Students are assigned a performance level for each domain tested, including comprehension (which is the average of the listening and reading scale scores). The overall scale score is calculated by weighting the domain scale scores as follows: 25 percent for listening, 25 percent for speaking, 25 percent for reading, and 25 percent for writing. The charts on pages II-7 through II-9 show the scale score ranges for identifying a student's performance level for the domains tested and overall performance level.

Note: Newly approved scale scores used to report 2007–08 CELDT results should not be compared with CELDT results prior to 2006–07, except for converted 2005–06 results provided in April 2007 by the testing contractor. (The only 2005–06 results converted were those provided by school districts during the 2006–07 administration.) Because of the development of a common scale, year-by-year comparisons with adjacent grades now are allowed, beginning with the 2006-07 results as the base year.

Performance Level Scale Score Ranges*

Grade K

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
220 – 361	140 – 352				180 – 356
362 – 408	353 – 404				357 – 406
409 – 454	405 – 456				407 – 455
455 – 501	457 – 508				456 – 504
502 – 570	509 – 630				505 – 600

Grade 1

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
220 – 361	140 – 352				180 – 356
362 – 408	353 – 404				357 – 406
409 – 454	405 – 456				407 – 455
455 – 501	457 – 508				456 – 504
502 – 570	509 – 630				505 – 600

Grade 2

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
220 – 374	140 – 369	280 – 420	220 – 422	250 – 397	215 – 396
375 – 425	370 – 419	421 – 472	423 – 468	398 – 448	397 – 446
426 – 475	420 – 469	473 – 523	469 – 513	449 – 499	447 – 495
476 – 526	470 – 519	524 – 553	514 – 559	500 – 539	496 – 539
527 – 570	520 – 630	554 – 650	560 – 690	540 – 610	540 – 635

Grade 3

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
220 – 388	200 – 387	280 – 447	220 – 436	250 – 417	230 – 414
389 – 442	388 – 435	448 – 481	437 – 478	418 – 461	415 – 459
443 – 497	436 – 481	482 – 541	479 – 536	462 – 519	460 – 513
498 – 551	482 – 531	542 – 576	537 – 569	520 – 563	514 – 556
552 – 640	532 – 720	577 – 700	570 – 740	564 – 670	557 – 700

Grade 4

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
220 – 401	200 – 404	280 – 473	220 – 450	250 – 437	230 – 432
402 – 460	405 – 450	474 – 490	451 – 488	438 – 475	433 – 472
461 – 518	451 – 496	491 – 559	489 – 549	476 – 538	473 – 530
519 – 577	497 – 542	560 – 599	550 – 579	539 – 588	531 – 574
578 – 640	543 – 720	600 – 700	580 – 740	589 – 670	575 – 700

* The State Board of Education approved performance level cut scores at every grade. These cut scores apply to CELDT results for initial and annual administrations, beginning with July 1, 2006. Cut scores fall between each range of performance for every level.

Grade 5

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
220 – 410	200 – 410	280 – 477	220 – 454	250 – 443	230 – 437
411 – 472	411 – 458	478 – 503	455 – 496	444 – 487	438 – 482
473 – 536	459 – 506	504 – 563	497 – 550	488 – 549	483 – 538
537 – 600	507 – 555	564 – 603	551 – 586	550 – 601	539 – 586
601 – 640	556 – 720	604 – 700	587 – 740	602 – 670	587 – 700

Grade 6

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 412	225 – 416	320 – 480	220 – 457	275 – 446	248 – 441
413 – 483	417 – 466	481 – 515	458 – 501	447 – 499	442 – 491
484 – 569	467 – 517	516 – 567	502 – 552	500 – 568	492 – 551
570 – 637	518 – 567	568 – 608	553 – 592	569 – 622	552 – 601
638 – 715	568 – 720	609 – 750	593 – 780	623 – 732	602 – 741

Grade 7

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 417	225 – 422	320 – 484	220 – 461	275 – 450	248 – 446
418 – 494	423 – 475	485 – 528	462 – 507	451 – 511	447 – 501
495 – 571	476 – 527	529 – 571	508 – 553	512 – 571	502 – 555
572 – 648	528 – 580	572 – 612	554 – 599	572 – 630	556 – 609
649 – 715	581 – 720	613 – 750	600 – 780	631 – 732	610 – 741

Grade 8

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 426	225 – 422	320 – 496	220 – 464	275 – 461	248 – 452
427 – 507	423 – 479	497 – 542	465 – 510	462 – 524	453 – 509
508 – 594	480 – 538	543 – 587	511 – 556	525 – 590	510 – 568
595 – 669	539 – 594	588 – 626	557 – 601	591 – 647	569 – 622
670 – 715	595 – 720	627 – 750	602 – 780	648 – 732	623 – 741

Grade 9

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 435	235 – 422	320 – 508	220 – 466	275 – 471	251 – 457
436 – 518	423 – 484	509 – 556	467 – 513	472 – 537	458 – 517
519 – 605	485 – 546	557 – 604	514 – 559	538 – 604	518 – 578
606 – 690	547 – 609	605 – 647	560 – 605	605 – 668	579 – 637
691 – 725	610 – 740	648 – 770	606 – 810	669 – 747	638 – 761

Grade 10

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

Grade 11

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

Grade 12

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

CELDT Overall Performance Level Descriptors*

Beginning — Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

Early Intermediate — Students performing at this level of English language proficiency continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

Intermediate — Students performing at this level of English language proficiency begin to tailor their English-language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production has usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

Early Advanced — Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in content areas. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production is characterized by more elaborate discourse and fully-developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

* The overall performance level descriptors for the CELDT were approved by the State Board of Education in March 2006.

Advanced — Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order for students at this level to attain the English-proficiency level of their native English speaking peers, further linguistic enhancement and refinement are still necessary. Students at this level are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all content areas. Oral and written production reflects discourse appropriate for content areas. Errors are infrequent and do not reduce communication.

Using Initial CELDT Results

State law (*Education Code* sections 60810 and 52164.1) requires school districts to use individual CELDT results as a primary indicator for the initial identification of English learners. The chart below provides guidance for determining initial English proficiency.

Guidelines for Determining Initial English Proficiency

Fluent English Proficient (FEP)	<p>Student's overall score on the CELDT is at the early advanced performance level or higher,</p> <p>and</p> <p>Each skill area score</p> <ul style="list-style-type: none"> • Listening (kindergarten through grade twelve) • Speaking (kindergarten through grade twelve) • Reading (grades two through twelve only) • Writing (grades two through twelve only) <p>Is at the intermediate performance level or higher.</p>
English Learner (EL)	<p>Student's overall score is below the early advanced performance level,</p> <p>or</p> <p>Student's overall score is at the early advanced performance level or higher, but one or more of the domain scores is below the intermediate performance level.</p>

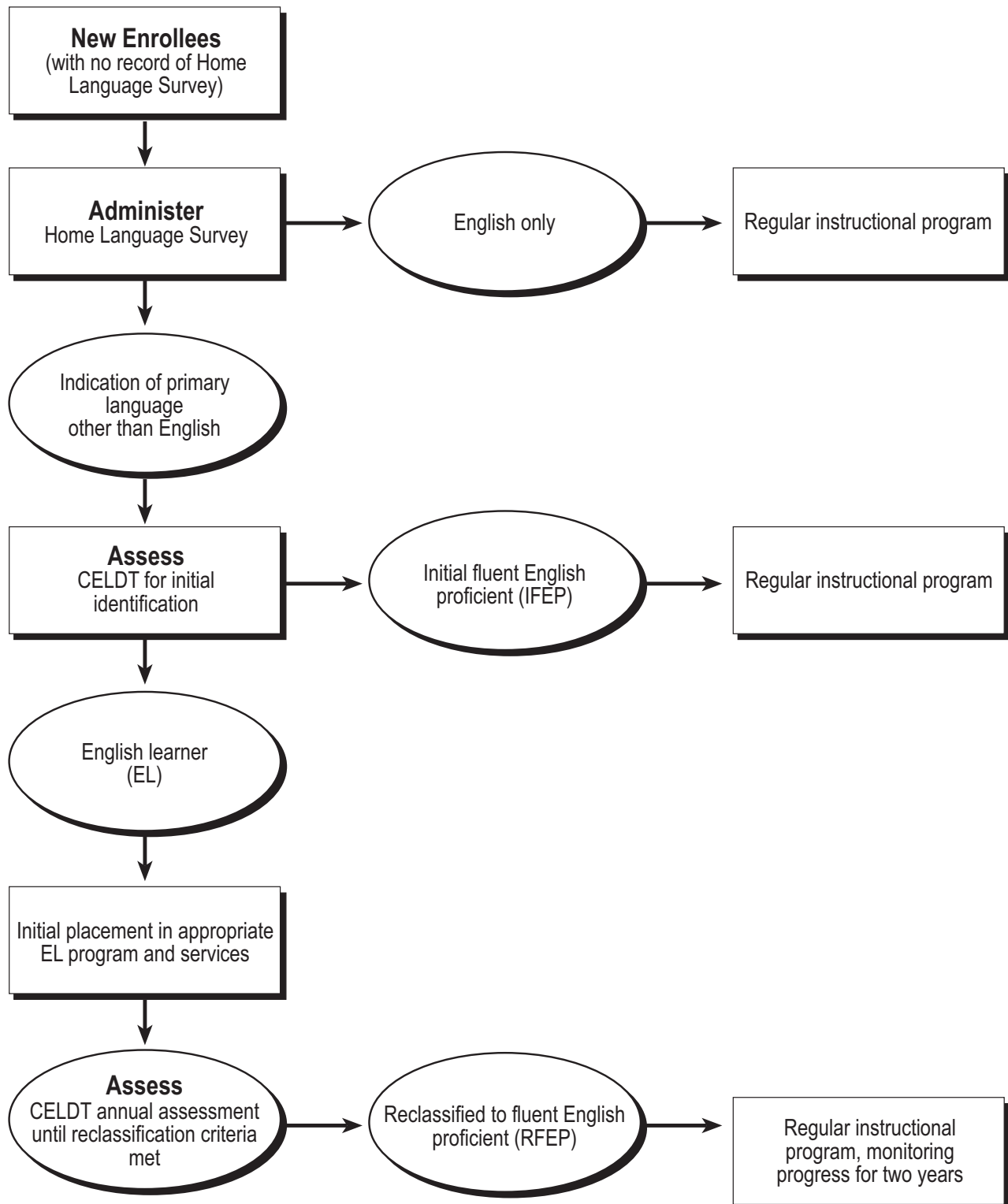
Using Annual CELDT Results

In addition to the initial identification process, school districts are to use annual CELDT results as one of four criteria for considering the reclassification of English learners to fluent English proficient. If students meet the CELDT criteria of English language proficiency, then they may be eligible for reclassification. Additional criteria to be considered include performance in basic skills, teacher evaluation, and parent opinion and consultation. Guidelines for the reclassification of English learners, approved by the State Board of Education (SBE), are provided in Section V. A "Decision Guide for Assessment and Reclassification of English Learners" is provided on page II-13.

* The criteria for determining English proficiency were approved by the SBE in May 2001 and updated in September 2006.

Decision Guide for Assessment and Reclassification of English Learners

(Education Code sections 313 and 60810[d])



Section III

Reclassification of English Learners to Fluent English Proficient

Understanding
Reclassification of
English Learners to Fluent
English Proficient

Guidelines for
Reclassification of
English Learners

Process Example:
Reclassifying a Student
from English Learner to
Fluent English Proficient

June 2008

Prepared by the
California Department of Education

Understanding Reclassification of English Learners To Fluent English Proficient

State law (*Education Code* Section 306) defines “English learner” as “a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English...” Reclassification is the process by which students who have been identified as English learners are reclassified to fluent English proficient (RFEP) when they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classes. Under current state law (*Education Code* Section 313[d]), identified English learners must participate in the annual administration of the California English Language Development Test (CELDT) until they are reclassified.

This section includes the *Guidelines for Reclassification of English Learners* to provide detailed information about each of the reclassification criteria. The Process Example on page III-6 provides further clarification on how the reclassification process might be implemented locally.

Reclassification of English Learners: A Special Note

The *Guidelines for Reclassification of English Learners*, approved by the State Board of Education (September 2002 and updated September 2006), is based on *Education Code* Section 313(d):

- The reclassification procedures developed by the California Department of Education (CDE) shall utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:
 - Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test pursuant to Section 60810
 - Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery
 - Parental opinion and consultation
 - Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English

Section 11510, Title 5 of the *California Code of Regulations*, defines the California English Language Development Test (CELDT) as the test to be used for assessing English language proficiency.

The *Guidelines for Reclassification of English Learners* provides clarification for the four criteria identified in the state-approved reclassification process. These guidelines follow in their entirety, beginning on page III-3.

Guidelines for Reclassification of English Learners

Assessment of English-Language Proficiency

Use the CELDT as the primary criterion. Consider for reclassification those students whose overall proficiency level is early advanced or higher and:

- Listening is intermediate or higher,
- Speaking is intermediate or higher,
- Reading is intermediate or higher, and
- Writing is intermediate or higher.

Those students whose overall proficiency level is in the upper end of the intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

- Use most recent available test data.

The above reclassification levels are the same as the initial identification levels specified by the CDE.

Comparison of Performance in Basic Skills

- Definitions:

1. **“Performance in basic skills”** means the score and/or performance level resulting from a recent administration of the California English-Language Arts Standards Test (CST in English-language arts).
2. **“Range of performance in basic skills”** means a range of scores on the CST in English-language arts corresponding to a performance level or a range within a performance level.
3. **“Pupils of the same age”** refers to pupils who are enrolled in the same grade as the student who is being considered for reclassification.

■ Basic skills criteria:

1. A pupil's score on the CST in English-language arts in the range from the beginning of basic level up to the midpoint of the basic level suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification. School districts may select a cut point in this range.
2. Pupils with scores above the cut point selected by the school district should be considered for reclassification.
3. For pupils scoring below the cut point, school districts should attempt to determine whether factors other than English language proficiency are responsible for low performance on the CST in English-language arts and whether it is reasonable to reclassify the student.
4. For pupils in grade twelve, the eleventh grade CST in English-language arts results should be used, if available.
5. For pupils in grades one and two, school districts should base a decision to reclassify on CELDT results, teacher evaluation, parent consultation, and other locally available assessment results. Kindergarten students who have been identified as English learners probably should not be reclassified.
6. School districts must monitor pupil performance for two years after reclassification in accordance with existing California regulations and the federal No Child Left Behind (NCLB) legislation.

Teacher Evaluation

- Use student's academic performance.
- Note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

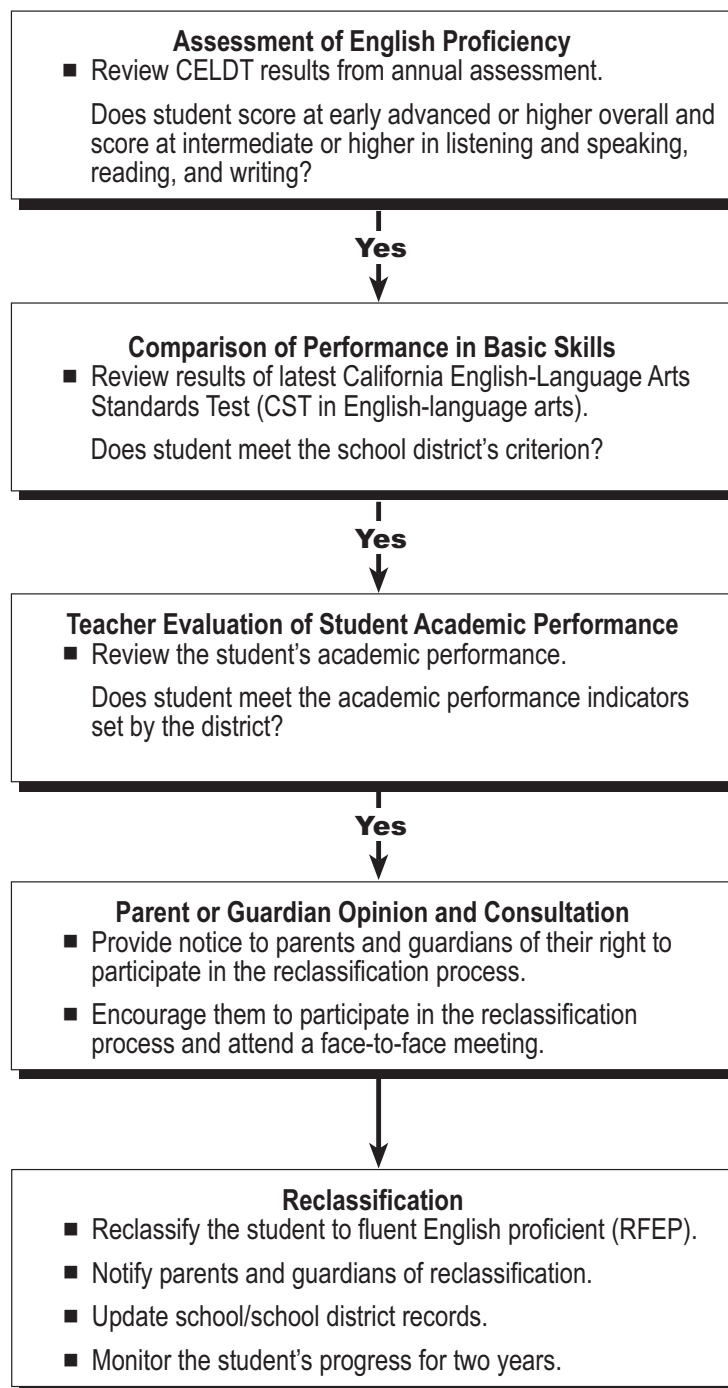
Parent Opinion and Consultation

- Provide notice to parents or guardians of their right and encourage them to participate in the reclassification process.

- Provide an opportunity for a face-to-face meeting with parents or guardians.

Process Example: Reclassifying a Student from English Learner to Fluent English Proficient

School districts are to develop student reclassification policy and procedures based on the four criteria set forth in **Education Code Section 313(d)**. The reclassification guidelines, approved by the State Board of Education, may be used by school districts/schools when evaluating a student's readiness for reclassification from English learner (EL) to fluent English proficient (RFEP).



Section IV

Test Variations, Accommodations, Modifications, and Alternate Assessments

**Suggested Considerations
for Review of Individualized
Education Programs (IEPs)/
Section 504 Plans**

**Understanding CELDT
Administration with
Accommodations,
Modifications, and/or
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**Participation Criteria for
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**Alternate Assessment
Instruments**

**Sample School Summary
Planning Worksheet for Test
Variations/Accommodations/
Modifications/Alternate
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**Sample School District
Action Plan Worksheet
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Accommodations/
Modifications/Alternate
Assessments**

**Sample Site Action
Plan Worksheet for Test
Variations/Accommodations/
Modifications/Alternate
Assessments**

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**Prepared by the
California Department of Education**

Suggested Considerations for Review of Individualized Education Programs or Section 504 Plans

Most students with disabilities take the California English Language Development Test (CELDT) along with all other students under standard conditions. Some students with disabilities may require test variations, accommodations, and/or modifications or may take alternate assessments. Test variations are allowed for any student who regularly uses them in the classroom. Accommodations, modifications, and/or alternate assessments must be specified in each student's individualized education program (IEP) or Section 504 Plan.

Before any test variation is used, the following activities should be considered when preparing or updating the IEP or Section 504 Plan.

1. **Review state and federal regulations.** (i.e., Title 5 *California Code of Regulations*, CELDT; Individuals with Disabilities Education Improvement Act of 2004 [IDEA]; and the No Child Left Behind [NCLB] Act of 2001)
2. **Review “*Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)*.”** This matrix is available on the Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.
 - Note that (1) the use of variations and accommodations produces valid results because they do not alter what the test measures and (2) the use of modifications or taking an alternate assessment produces invalid results because they alter what the test measures.
 - Discuss the impact of modifications or alternate assessments on the CELDT result in scores that are not valid.
3. **Review IEPs and Section 504 Plans.**
 - Note if the CELDT is specifically addressed.
 - Determine if the student information is current.

4. Determine how the student will participate in the CELDT.

- Determine which test variations, accommodations, and/or modifications the student will use to participate in the CELDT.
- Determine the alternate assessment(s) a student needs for any section of the CELDT and if a student's disability would preclude the student from taking all or only a part of the CELDT (with or without variations, accommodations, and/or modifications).
- Specify in the IEP or Section 504 Plan exactly how and for what domain(s) of the CELDT that test variations, accommodations, and/or modifications are to be implemented relative to the student's disability. Also specify in the IEP or Section 504 Plan any alternate assessment(s) that the student will use and identify which domain(s) of the CELDT the alternative assessment(s) are replacing. Note how the student's disability precludes the student from taking any or all sections of the CELDT.
- Review each domain of the CELDT a student has taken with modification(s) or for which an alternate assessment has been administered. If one or more domains of the CELDT have been taken with modifications or if alternate assessment(s) have been administered, the overall score may not reflect the student's actual performance level in English.

Understanding CELDT Administration with Variations, Accommodations, Modifications, and/or Alternate Assessments

In California, students with disabilities who participate in state assessments are permitted to use variations, accommodations, modifications, and/or alternate assessments during testing as determined by their individualized education programs (IEPs) or Section 504 Plans. The impact on a student's California English Language Development Test (CELDT) results when variations accommodations, modifications, and/or alternate assessments are used is described below. *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)* is available on the Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

Variations

A test variation is the first level of any change in the assessment environment or process as shown in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments*. Some variations may be used by all students, and other variations may be used to take the CELDT if they are regularly used in the classroom. The student's teacher and/or IEP or 504 Plan team determine whether variations are appropriate for an individual student. Test variations do not alter the test construct. Use of test variations, therefore, does not affect the calculation or interpretation of the CELDT scale scores.

Accommodations

An accommodation is the second level of change in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores. Accommodations may include variations in scheduling, setting, aids, equipment, and presentation format. The IEP or 504 Plan team determines whether accommodations are appropriate for an individual student. Accommodations do not alter the test construct. Use of accommodations, therefore, does not affect the calculation or interpretation of the CELDT scale scores.

Modifications

A modification means any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores. The CELDT results on the Student Proficiency Level Report will indicate that the student received the Beginning score in each domain for which modifications were used. The Student Proficiency Level Report also will have a note indicating that the results should be interpreted with caution. When students take one or more domains of the test with modifications, the scale score for the domain(s) and the overall scale score are considered not valid. The student's individual item responses along with his/her raw scores will be provided in the electronic data file. The student's scores should be interpreted by the IEP team, with the assistance of school district assessment staff, to ensure appropriate instructional placement.

Alternate Assessments

Alternate assessments provide another means to measure the English language proficiency of students with disabilities whose IEP teams have determined that they are unable to participate in one or more parts of the CELDT even with variations, accommodations, and/or modifications. The CELDT results on the Student Proficiency Level Report will indicate that the student received the Beginning score in each domain for which alternate assessments were used. The Student Proficiency Level Report also will have a note indicating that the results should be interpreted with caution. When students take an alternate assessment for one or more domains of the CELDT, the scale score for the domain(s) and the overall scale score are considered not valid. The student's individual item responses along with his/her raw scores will be provided in the electronic data file. The student's scores should be interpreted by the IEP team, with the assistance of school district assessment staff, to ensure appropriate instructional placement. Examples of alternate assessments that may be used to assess English language proficiency are described on page IV-7.

More Information

For further information on interpreting tests administered with test variations, accommodations, modifications, and/or alternate assessments, refer to the National Center on Educational Outcomes policy posted at <http://education.umn.edu/NCEO/OnlinePubs/Policy11.htm> (Outside Source). Guidance on the standards and assessment requirements of the No Child Left Behind (NCLB) Act of 2001 is available on the No Child Left Behind Web page at <http://www.cde.ca.gov/nclb/>.

Participation Criteria for Alternate Assessments

Alternate assessments provide another means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in one or more parts of the California English Language Development Test (CELDT) even with test variations, accommodations, and/or modifications. In order to assist an IEP team in its determination of whether a student should use alternate assessments, the criteria below may be considered. If the answer to one or more of the criteria is “Disagree,” the team should consider including the student in the CELDT with the use of any necessary test variations, accommodations, and/or modifications.

Circle “Agree” or “Disagree” for each item:

Agree	Disagree	The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.
Agree	Disagree	The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student’s learning objectives and expected outcomes focus on the functional applications of the general curriculum.
Agree	Disagree	The student cannot achieve the performance level assessed in the CELDT even with test variations, accommodations, and/or modifications.
Agree	Disagree	The decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services.
Agree	Disagree	The decision to participate in an alternate assessment is not based on excessive or extended absences.

Agree	Disagree	The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.
Agree	Disagree	The decision to participate in an alternate assessment is not based on visual, auditory, and/or motor disabilities.
Agree	Disagree	The decision to participate in an alternate assessment is not based primarily on a specific categorical program.
Agree	Disagree	The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.

Note: Revised 1/30/04 by the California Department of Education

Alternate Assessment Instruments

The English language proficiency assessment instruments below can be used to assess English proficiency of students with severe disabilities who cannot take the California English Language Development Test (CELDT) even with test variations, accommodations, and/or modifications. The individualized education program (IEP) teams determine which students need alternate assessments and how they should be assessed.*

One purpose of the CELDT is to measure the English language proficiency of students to ensure appropriate instructional placement. This purpose should be kept in mind when choosing alternate assessments. No single alternate assessment instrument can effectively assess all of the required domains (Listening, Speaking, Reading, and Writing). More than one alternate assessment, therefore, is necessary to measure the English proficiency of a student. Each instrument must be reviewed with the individual student in mind. School districts may select an alternate assessment instrument not included on this list. This list is not exhaustive nor does it constitute an endorsement by the California Department of Education (CDE).

If a student has not taken the entire CELDT, the student report will indicate a Beginning proficiency level for any section that was not administered. It is the responsibility of the IEP team to review the results of the alternate assessments and the CELDT to determine the student's actual level of English language proficiency. Results of alternate assessments are not submitted to the CDE. Some examples of available alternate assessment include the following:

Test Name	Purpose	Contact Organization	Phone Number
Alternative Language Proficiency Instrument (ALPI)	Measures receptive and expressive language; grades K–12	Orange County Department of Education	714-966-4120
Basic Inventory of Natural Language (BINL)	Measures oral language proficiency; grades K–12	CHECpoint System, Inc.	800-635-1235
Student Oral Language Observation Matrix (SOLOM)	Unstandardized, teacher-rated oral language proficiency; grades K–12	CDE, Standards and Assessment	916-319-0784
Student Oral Proficiency Rating	Measures oral language proficiency; grades K–6	Development Associates (Dr. Malcolm Young)	703-276-0677

In 2008–09, the CDE plans to update the list to provide further assistance.

* The selection of alternate assessment instrument(s) is a local decision.

Site CELDT Coordinator

Testing Date

[illegible]

* See Matrix 1. *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* (October 2007) located on the Student Testing Web page at <http://www.cde.ca.gov/ta/tg/lsa/>.

School District

Sample School District Action Plan Worksheet for Test Variations/Accommodations/ Modifications/Alternate Assessments

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
School District CELDT Coordinator <ul style="list-style-type: none"> Review ordering specifications/timeline/process from test contractor. Identify process for contacting test contractor to respond to site questions/problems as they occur. Schedule initial planning meeting with district special education/Section 504 lead(s): <ul style="list-style-type: none"> Review CELDT requirements (who is to be tested, what can be used for test variations, accommodations, modifications, and alternate assessments, etc.). Prepare timeline/process for ordering materials, providing site training, and determining roles and responsibilities of staff. Develop meeting schedule to maintain ongoing communication. Plan communications schedule to keep key stakeholders informed about CELDT administration, scoring, reporting, and uses. Stakeholders include: <ul style="list-style-type: none"> Site employees (certificated and non-certificated) School district management team (principals, directors, assistant superintendents, public information officer, superintendent) School board members Parents and guardians (all grade levels) with or without students needing test variations, accommodations, modifications, or alternate assessments 				

School District

Sample School District Action Plan Worksheet for Test Variations/Accommodations/ Modifications/Alternate Assessments (continued)

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
School District CELDT Coordinator <ul style="list-style-type: none"> Work with special education/Section 504 lead(s) to prepare school and school district information/training packet(s) for: <ul style="list-style-type: none"> IEP/Section 504 Plan reviews Ordering process Preparing and providing for test variations, accommodations, modifications, and/or alternate assessments during testing Include procedures and materials for assisting students with test variations, accommodations, modifications, and/or alternate assessments in training sessions for CELDT test examiners and proctors. Develop school district process to receive and respond to site requests for test variations, accommodations, modifications, and/or alternate assessments. Provide training for site personnel to include: <ul style="list-style-type: none"> Procedures for administering the CELDT Process and materials to respond to requests for needed test variations, accommodations, modifications, and/or alternate assessments 				

School District

Sample School District Action Plan Worksheet for Test Variations/Accommodations/ Modifications/Alternate Assessments (continued)

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
School District CELDT Coordinator <ul style="list-style-type: none"> Identify specific needs for providing requested test variations, accommodations, modifications, and/or alternate assessments with: <ul style="list-style-type: none"> Facilities manager(s) Site CELDT coordinator(s) Other school district leadership Work with school district special education/Section 504 lead(s) to ensure all test materials remain secure. Maintain ongoing communications with district special education/Section 504 lead(s) through regularly scheduled meetings. Schedule a debriefing with district and site special education/Section 504 lead(s) and site CELDT coordinators. 				

Sample School District Action Plan Worksheet for Test Variations/Accommodations/ Modifications/Alternate Assessments

**School
District**

Activities		Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
Special Education/Section 504 Leads					
<ul style="list-style-type: none"> Develop process and timeline for reviewing current IEPs/Section 504 Plans for test variations, accommodations, modifications, and/or alternate assessments and send them to sites for updating (see CELDT regulations on test variations, accommodations, modifications, and/or alternate assessments). 					
<ul style="list-style-type: none"> Provide information/training session with site CELDT coordinator(s). 					
<ul style="list-style-type: none"> Receive from site special education leads complete list of students receiving services specified in current IEP or Section 504 Plan. 					
<ul style="list-style-type: none"> Meet with school district CELDT coordinator to outline plan for ensuring all students with test variations, accommodations, modifications, and/or alternate assessments specified in their IEPs/Section 504 Plans have them for the CELDT. Identify facilities, equipment, and materials needed. 					
<ul style="list-style-type: none"> Prepare and schedule training for site CELDT and special education coordinators to include: <ul style="list-style-type: none"> IEP process Test variations, accommodations, modifications, and/or alternate assessments identification Test administration Procedure for monitoring test administration Test security maintenance 					
<ul style="list-style-type: none"> Meet as scheduled with district CELDT coordinator to maintain communications and meet key deadlines. 					

Site

Sample Site Action Plan Worksheet for Test Variations/Accommodations/Modifications/Alternate Assessments

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
Site CELDT Coordinator <ul style="list-style-type: none"> Participate in training session, provided by school district CELDT coordinator: <ul style="list-style-type: none"> Review CELDT specifications, ordering process, timeline, and forms. Review role with site special education/Section 504 lead(s) and determine process/timeline for preparing school summary of needs for test variations, accommodations, modifications, and/or alternate assessments. 				
<ul style="list-style-type: none"> Prepare school summary of IEP/Section 504 test variations, accommodations, modifications, and/or alternate assessments: <ul style="list-style-type: none"> Meet with site special education/Section 504 lead(s) to review test variation, accommodation, modification, and/or alternate assessment needs as identified in individual plans. Prepare a school summary planning chart for test variations, accommodations, modifications, and/or alternate assessments. Return completed school summary planning chart to school district CELDT coordinator. 				

Site

Sample Site Action Plan Worksheet for Test Variations/Accommodations/Modifications/Alternate Assessments (continued)

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
Site CELDT Coordinator <ul style="list-style-type: none"> Complete test variation, accommodation, and modification arrangements for CELDT testing: <ul style="list-style-type: none"> Review assessment summary planning chart of test variations, accommodations, modifications, and/or alternate assessments with site special education/Section 504 lead(s) to determine special arrangements that will be needed. Provide training for CELDT examiners and proctors. Coordinate site setup activities for test variations, accommodations, modifications, and/or alternate assessments. Coordinate test administration activities before, during, and after the site test dates: <ul style="list-style-type: none"> Provide direction/assistance to test examiners and proctors. Package all completed tests with test variations, accommodations, and/or modifications as directed and return them to school district CELDT coordinators. Follow identified process for administering and scoring alternate assessments. Participate in test administration debriefing with school district CELDT coordinator: <ul style="list-style-type: none"> Summarize strengths in the planning and implementation process and areas that need improvement. Attend debriefing sessions with school district CELDT coordinator. 				

Site

Sample Site Action Plan Worksheet for Test Variations/Accommodations/Modifications/Alternate Assessments

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
Special Education/504 Leads <ul style="list-style-type: none"> Participate in training session provided by school district CELDT coordinator: <ul style="list-style-type: none"> Discuss site process for reviewing and updating IEPs/Section 504 Plans. Outline plan for identifying test variation, accommodation, modification, and/or alternate assessment needs and working with site CELDT coordinator to complete school summary planning chart. Schedule and complete IEP/Section 504 team meetings: <ul style="list-style-type: none"> Identify and invite IEP/Section 504 team participants. Conduct IEP/Section 504 team meetings as scheduled. Work with CELDT coordinator to summarize test variation, accommodation, modification, and/or alternate assessment needs identified in the IEPs/Section 504 Plans: <ul style="list-style-type: none"> Prepare school summary information for school district CELDT coordinator. Prepare strategies for providing test variations, accommodations, modifications, and/or alternate assessments: <ul style="list-style-type: none"> Work with CELDT coordinator to: <ul style="list-style-type: none"> Identify test variation, accommodation, modification, and/or alternate assessment issues related to testing logistics. Develop an individual plan for providing test variations, accommodations, modifications, and/or alternate assessments. 				

Site

Sample Site Action Plan Worksheet for Test Variations/Accommodations/Modifications/Alternate Assessments (continued)

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
Special Education/504 Leads				
<ul style="list-style-type: none"> Work with classroom teachers to ensure that identified accommodations/modifications are used in classroom instruction: <ul style="list-style-type: none"> Make classroom visits to ensure accommodations/modifications identified by the IEPs/Section 504 Plans are part of the classroom instruction. Discuss required test variations, accommodations, and/or modifications to address testing needs with teachers and CELDT examiners. 				
<ul style="list-style-type: none"> Work with CELDT coordinator to complete special arrangements for CELDT testing or alternate assessments: <ul style="list-style-type: none"> Participate in training for CELDT testing administrators. Work with site CELDT coordinator to prepare any special setup needed. 				
<ul style="list-style-type: none"> Complete documentation of test variations/accommodations/modifications for CELDT or alternate assessments used: <ul style="list-style-type: none"> Post use of test variations/accommodations/modifications for CELDT or alternate assessments with date on IEPs/Section 504 Plans. Summarize strategies and areas that need improvement in planning/implementation process for future test administrations. Attend briefing with school district special education lead. 				

Section V

Communicating Results with Parents and Guardians

**Communicating with
Parents and Guardians: A
Special Note**

**Information for Parents
and Guardians (brochure)**

**Sample Parent/Guardian
Notification Letters (four
samples included)**

**Guide to the Student
Proficiency Level Report
(2007–08)**

**Sample Student
Proficiency Level Reports
(front and back)**

June 2008

**Prepared by the
California Department of Education**

Communicating with Parents and Guardians: A Special Note

This section is designed to assist schools and school districts in their efforts to respond to the questions from parents and guardians of students who took the California English Language Development Test (CELDT) during the 2007–08 school year. One question of parents and guardians often relates to the opportunity to remove (opt out) their children from the CELDT requirement. State and federal laws require that all students whose primary language is other than English be assessed for English language proficiency. **Parents and guardians cannot remove (opt out) their children from this requirement.** The legal basis for requiring English proficiency testing is that all students have the right to an equal and appropriate education and any English language limitations (left unidentified and/or unaddressed) could preclude a student from accessing that right.

In addition to the assistance materials in this section, a *Test Results Interpretation Guide* about the CELDT for parents and guardians is available in English and ten other languages on the CTB/McGraw-Hill Web site at <http://www.ctb.com/celdt> (Outside Source) under “Reporting and Interpretation Materials.” The CELDT Web page at <http://www.cde.ca.gov/ta/tg/el/> also provides a link to this site. The guide includes:

- A description of the test format
- An explanation of the test scores and how the results are reported
- An explanation of what the results mean
- Definitions of the English language performance levels

The information provided in this section and the interpretation guide should be shared with school district and school representatives, advisory committees, and support groups who work with parents and guardians, students, and community leaders. A description of all of the assistance materials in this packet and their intended uses is provided in Section I on pages I–2 through I-5. Spanish translations for the information brochure for parents and guardians and the sample letters are available on the CELDT Recursos in Español Web page at <http://www.cde.ca.gov/ta/tg/el/spanish.asp>.

Monitoring and Reporting Student Progress

The CELDT has three purposes: (1) to identify students who are limited English proficient; (2) to determine the level of English language proficiency of students who are limited English proficient; and (3) to assess the progress of limited English proficient students in acquiring skills of listening, speaking, reading, and writing in English.

The State Board of Education has established performance level cut scores for all four domains (listening, speaking, reading, and writing) and overall performance on the CELDT. Student CELDT scores are reported according to one of five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Performance level descriptors (shown on pages II-10 through II-11) are provided on the individual score reports to assist teachers and parents interpreting each student's CELDT results.

The 2007–08 individual student report used the term “proficiency” to refer to performance levels. Performance will be the term used on the student report, beginning in 2008–09.

How are the CELDT results reported for individual students?

There are five levels of performance a student can achieve. They are Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

The report for each student provides:

- ▶ The overall performance level and score
- ▶ A performance level and score for each domain of the test (listening, speaking, reading and writing)
- ▶ A comprehension score (average of the scores for listening and reading)

How are results of the CELDT used?

Test results for newly enrolled students are used to help identify English learners who need to develop their speaking, listening, reading, and writing skills in English. Results from annual CELDT testing are used to see how well students are learning English. School districts use the annual results as one of four criteria to help decide when students may be reclassified as fluent English proficient (RFEP).

What other criteria are used to decide when students may be reclassified?

Additional reclassification criteria used by school districts include performance in basic skills (the California English-Language Arts Standards Test), teacher evaluation, and parent opinion and consultation.

How can parents or guardians find out more about the CELDT or their student's results?

Parents or guardians who wish more information about the CELDT or their student's results on the CELDT, should contact their student's teacher and/or school office. Parents or guardians also are invited to request a conference to review the CELDT results or to attend one of the information meetings scheduled by the school.

For more information...

Information about the CELDT is on the CELDT Web page at <http://www.cde.ca.gov/ta/tg/el/>.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

Information for Parents and Guardians

Prepared by
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June 2008

What is the California English Language Development Test?

Federal and state laws require a state test that school districts must give to students whose home language is not English. In California, this test is called the California English Language Development Test (CELDT).

What is the purpose of the CELDT?

The purpose of this test is:

- ▶ To identify new students who are English learners, in kindergarten through grade twelve.
- ▶ To determine their level of English proficiency.
- ▶ To annually assess their progress in learning English.

Who is an English learner?

An English learner is a student, with a home language other than English, who is not yet proficient in English.

Who must take the CELDT?

All students whose primary language on the Home Language Survey is not English must take the test within 30 calendar days after they are enrolled in a California public school for the first time. The CELDT also must be given once each year to English learners until they become proficient in English. **Parents and guardians cannot remove (opt out) their children from this requirement.**

Do English learners with disabilities take the CELDT?

Yes. All English learners must take the CELDT, and this includes English learners with disabilities. Students with disabilities who take the CELDT may use test variations, accommodations, modifications, and/or alternate assessments as specified in their individualized education programs (IEPs) or Section 540 plans.

What does the CELDT cover?

The CELDT for students in grades two through twelve covers listening, speaking, reading, and writing. Beginning in 2009–10, students

in kindergarten and grade one will be assessed in early literacy (reading and writing). The 2007–08 CELDT administration for students in kindergarten and grade one only covers listening and speaking. The CELDT in all grades tested is based on California English language development standards, adopted by the State Board of Education.

Who gives the CELDT?

Only trained examiners give the test. The speaking part of the CELDT is given individually to each student. The listening, reading, and writing domains are given to groups of students.

How long does it take for students to complete the CELDT?

The speaking domain of the test takes about 10 to 15 minutes for each student to complete. The listening, reading, and writing domains combined take about 2 hours to complete. The writing domain may be divided into two sessions.

Sample Parent/Guardian Notification Letter for Initial Identification of English Learners (for students identified as English learners)

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test to students whose home language is not English. A Home Language Survey is completed by the parents and guardians and submitted to the school district. In California, the name of the state test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can listen, speak, read, and write in English.

When your student enrolled in our school, he/she was given the CELDT, and the results are attached. These test results have identified him/her as an English learner. Your student will be assigned to an appropriate language instruction program based on the results. The goal of this program is to help your student become proficient in English and succeed in the school's academic curriculum. **[The school district should add a sentence or two to explain the method of instruction used in the student's language instruction program, how this program will help the student become proficient in English, and how it will be determined that the student is ready to exit the program.]**

You are invited to request a conference at school where your student's CELDT results and instructional program will be explained. To schedule your student conference, call **[put contact information here]**.

You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC). If you have any questions regarding your student's instructional placement or wish to observe the classroom, please contact the school office at **[put school office number here]** during school hours.

Sincerely,

Superintendent/Principal

Date

Sample Parent/Guardian Notification Letter for Initial Identification of English Learners (for students identified as fluent English proficient)

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test to students whose home language is not English. A Home Language Survey is completed by the parents and guardians and submitted to the school district. In California, the name of the state test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can listen, speak, read, and write in English.

Your student has been given the CELDT, and the results of this initial testing have identified him/her as fluent English proficient (IFEP). This means that your student will be assigned to a regular academic program and will not need special help to increase his/her English skills. **[The school district may want to add a sentence to describe how the school will monitor the student's academic progress for the next two years.]**

If you have any questions regarding your student's instructional placement or CELDT results, please contact the school office at **[school phone number]** during school hours. You are encouraged to become involved in your student's education.

Sincerely,

Superintendent/Principal

Date

Sample Parent/Guardian Notification Letter for Annual Assessment Results

(for English learners who have not yet reached proficiency in English)

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test each year to every student who has been identified as an English learner. In California, the name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is becoming proficient in English.

Your student has been given the CELDT, and the results are attached. Based on the performance level your student achieved on this test, he/she will continue to receive special assistance to become more proficient in English and to succeed in the school's academic program. **[The school district should add a sentence or two to explain the method of instruction used in the student's language instruction program, how this program will help the student become proficient in English, and how it will be determined that the student is ready to exit the program.]**

As you look at your student's CELDT results for this year, it is important to remember that these results are one measure to assess your student's progress toward English language proficiency. **[The school district may want to add a sentence about the other measures that will be used to assess the student's progress.]**

You are invited to request a conference at school where your student's CELDT results and instructional program will be explained. To schedule your conference, call **[put contact information here]**.

You are encouraged to become involved in your student's education. You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC). If you have any questions regarding the CELDT or your student's instructional placement or if you wish to observe the classroom, please contact the school office at **[put school office number here]** during school hours.

Sincerely,

Superintendent/Principal

Date

Sample Parent/Guardian Notification Letter for Annual Assessment Results (for English learners being considered for reclassification)

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test each year to every student who currently is identified as an English learner. In California, the name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is becoming proficient in English.

Your student has been given the CELDT, and the results are attached. Based on the performance level your student achieved on this test, he/she may be reclassified to fluent English proficient (RFEP). In addition to the CELDT results, criteria used to make this decision include an evaluation of your student's academic performance by the teacher, your opinion as the parent/guardian about his/her proficiency in English, and your student's performance on the California English-Language Arts Standards Test (given as part of the Standardized Testing and Reporting [STAR] Program).

As you look at your student's CELDT results for this year, it is important that you only compare these results with your student's CELDT results from the 2006–07 school year. As of July 1, 2006, results for students who took the CELDT were scored in a new way. Therefore, it is not appropriate to make comparisons with results of the CELDT that your student took before that date.

You are invited to attend a special meeting at the school to discuss the reclassification process and the recommended program for your student on **[date]** at **[time]** in **[location]**. Please contact the school office at **[phone number]** to tell us whether or not you are able to attend. Questions about the CELDT or your student's CELDT results also should be directed to the same number.

We urge you to attend this important meeting and continue to be actively involved in your student's learning.

Sincerely,

Superintendent/Principal

Date

Guide to the Student Proficiency Level Report (2007–08)

The Student Proficiency Level Report for 2007–08 provides results of the California English Language Development Test (CELDT) for individual students. Information on the report is described below.

Student Information

General information about the student taking the test is printed on the left side of the report. This includes the student's name, grade level, birth date, date of testing, and the school and school district in which the test was taken.

Purpose of Assessment

The left side of the report also indicates whether the test was given for initial identification or for the annual assessment. Initial identification means that the test was given to a new student whose Home Language Survey shows a language other than English. A Home Language Survey is completed by the parents and guardians and submitted to the school district. The initial test results are used to help identify students as English learners who need to develop their listening, speaking, reading, and writing skills in English. The annual CELDT assessment is given to students who already have been identified as English learners to see how well they are developing their listening, speaking, reading, and writing skills in English. The annual assessment results are used with other information to help monitor each student's progress and to help determine if he or she has become fluent in English.

Performance Levels

In 2001, the State Board of Education (SBE) established five performance levels for measuring a student's proficiency in English, based on the CELDT scores. Those levels are: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Updated cut score points and descriptors for each performance level were approved by the SBE in 2006.

Overall Student Performance Level (Column 1)

The bar graph and student score in the first column indicate the student's overall English performance level based on how well the student performed in each domain.

Domains (Columns 2–4)

The CELDT results are reported for four domains: listening, speaking, reading, and writing. The remaining bar graphs show which performance level(s) and score(s) the student has achieved in each domain tested.

Other Scores

The reports also show a comprehension score. The comprehension score is an average of the scores for listening and reading.

How to Read This Report

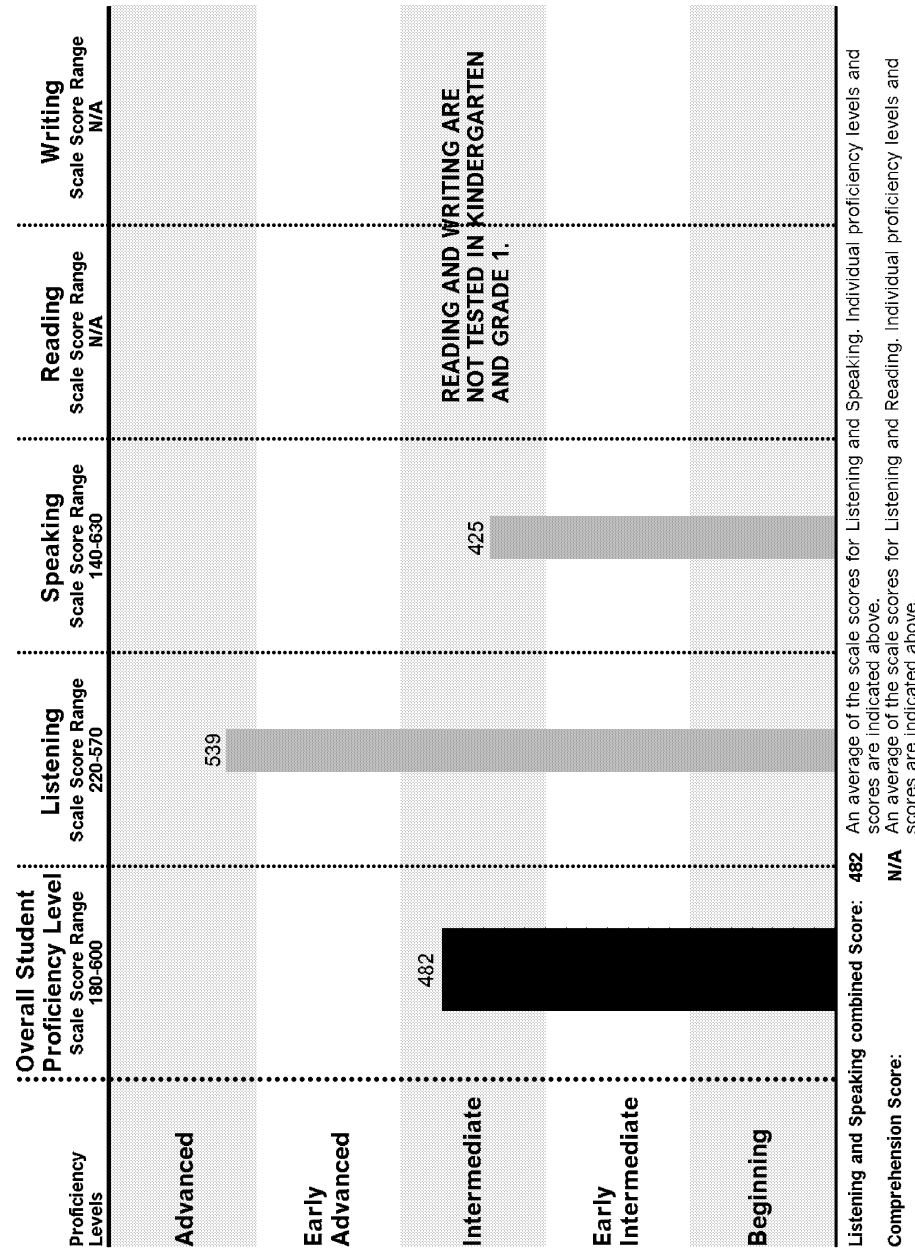
A brief description of how to read the reported scores and performance levels are at the bottom of the front page of the report. A chart on the back of each report briefly describes the English skills students are expected to achieve at each level.

For More Information...

Parents and guardians are encouraged to talk to their student's teacher about these test results and what is being done at school to help him or her become fully proficient in English.

Note: Sample Student Proficiency Level Reports follow on pages V-11 through V-14.

Sample Student Proficiency Level Report—Front



How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening, Speaking, Reading, and Writing) and as an overall proficiency level.

Each score that falls within a proficiency level indicates that the student can display the majority of skills for that level and the lower levels, as described on the back of the report. A student may use some of the skills at higher levels of proficiency, but may not be performing consistently at the next level.

In order to progress toward higher levels of proficiency, a student needs to master the skills at next higher levels of proficiency in all skill areas.

06/09/06

CTBID: 04231M18600005-01-00001

California English Language Development Test

Student Proficiency Level Report

LARRY RIVAS

Grade: K

ANNUAL ASSESSMENT

Purpose
This report shows the English language development (ELD) proficiency levels that this student demonstrated on the California English Language Development Test (CELDT). It is one source of information that teachers may use with parents, and to plan instruction. The test results are to be added to a student's cumulative record. Parents are to be notified of test results.

Simulated Data

Birthdate: 04/19/01

Special Codes:

ABCDEFGHIJKLMNPQRST
9000017584.....

SSID: 0123456789

2006-07 Form F

CDS#: 12-12345-1234567

School: ANYSCHOOL
District: ANYDISTRICT

County: ANYCOUNTY
State: CALIFORNIA

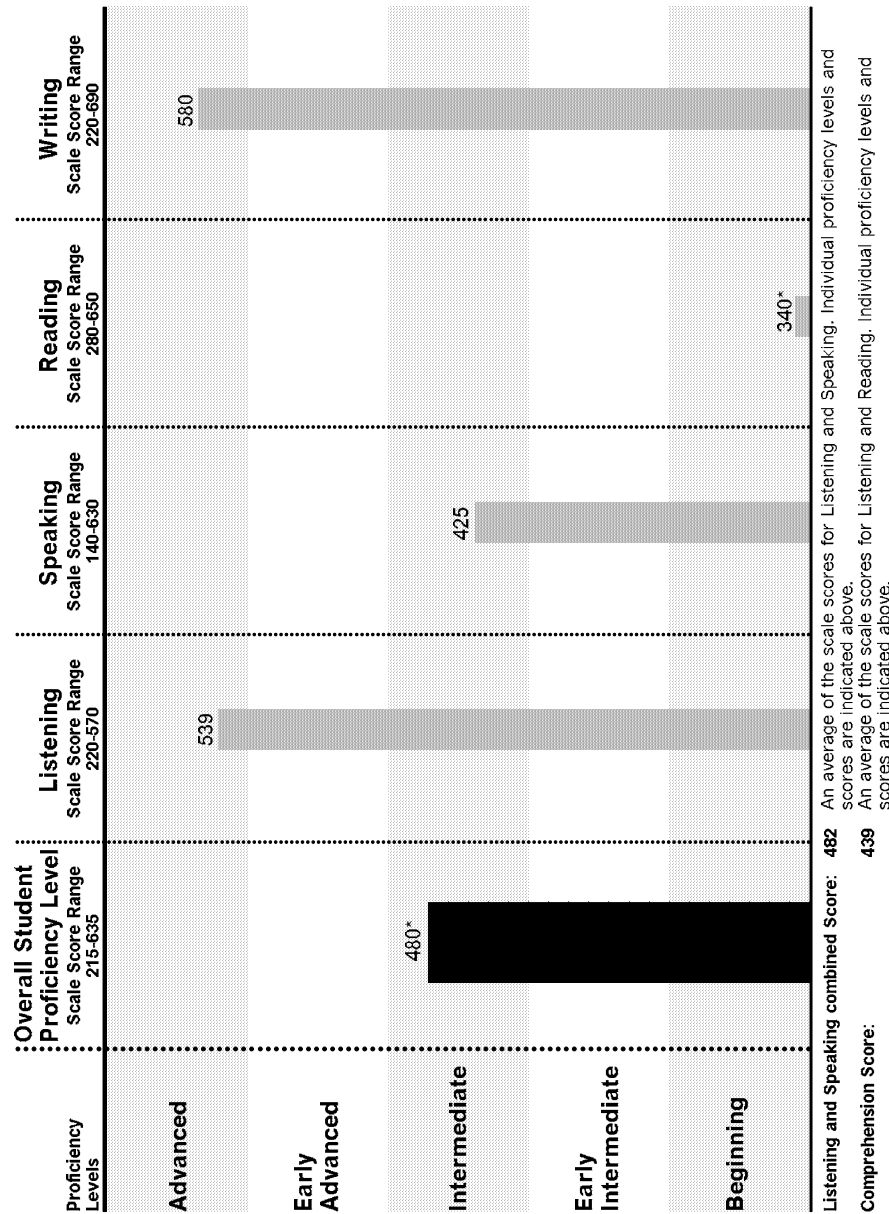
Sample Student Proficiency Level Report—Back

Grades K-1 California English Language Development Test Proficiency Descriptors

Overall Proficiency Levels	Listening	Speaking	Reading	Writing
Advanced Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.	Students who perform at this level on the CELDT typically demonstrate comprehension of most academic language with complex syntax and vocabulary; they understand and follow all simple oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.		
Early Advanced Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and to learn in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of social language and comprehension of some academic language with complex vocabulary and syntax; they understand and follow most simple oral directions.	Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.		
Intermediate Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of simple vocabulary and syntax related to social language, with limited comprehension of academic language; they understand and attempt to follow simple oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
Early Intermediate Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.	Students who perform at this level on the CELDT typically understand some basic social language, with limited comprehension of basic vocabulary; they understand and attempt to follow a few simple oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.		
Beginning Students performing at this level of English language proficiency demonstrate little or no English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.	Students who perform at this level on the CELDT have little or no receptive skills, or may demonstrate extremely limited comprehension of a few basic words and attempt to follow simple oral directions with limited success.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose and attempt to tell part of a story, using simple words and phrases.		

Note: For more complete skill area proficiency level descriptors, please reference the Scoring Guide for this grade.

Sample Student Proficiency Level Report—Front



*An asterisk indicates that the CELDT was administered with a modification or that an alternate assessment was used. Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening, Speaking, Reading, and Writing) and as an overall proficiency level.

Each score that falls within a proficiency level indicates that the student can display the majority of skills for that level and the lower levels, as described on the back of the report. A student may use some of the skills at higher levels of proficiency, but may not be performing consistently at the next level.

In order to progress toward higher levels of proficiency, a student needs to master the skills at next higher levels of proficiency in all skill areas.

06/09/06

CTBID: 04231W18600005-01-00001

California English Language Development Test

Student Proficiency Level Report

LARRY GARCIA

Grade: 2

ANNUAL ASSESSMENT

Purpose
This report shows the English language development (ELD) proficiency levels that this student demonstrated on the California English Language Development Test (CELDT). It is one source of information that teachers may use with parents, and to plan instruction. The test results are to be added to a student's cumulative record. Parents are to be notified of test results.

Simulated Data

Birthdate: 04/19/97

Special Codes:

ABCDEFGHIJKLMNPQRST

9000017394.....

SSID: 0123456789

2006-07 Form F

CDS#: 12-12345-1234567

School: ANYSCHOOL

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA

Sample Student Proficiency Level Report—Back

Grade 2 California English Language Development Test Proficiency Descriptors

Overall Proficiency Levels	Listening	Speaking	Reading	Writing
Advanced Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.	Students who perform at this level on the CELDT typically demonstrate comprehension of most academic language with complex syntax and vocabulary and understand and follow all simple oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose and tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.	Students who perform at this level on the CELDT typically identify more complex synonyms and antonyms; they read a more complex story and answer increasingly difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences.	Students who perform at this level on the CELDT typically identify a complex verb tense, write a complete sentence with few or no mechanical errors appropriate to a picture prompt, and write a short story in response to a picture sequence (contains well-organized ideas, accurate transitions, precise vocabulary, and minimal errors).
Early Advanced Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and for learning in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of social language and some academic language with complex vocabulary and syntax; they understand and follow most simple oral directions.	Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, they tell with occasional minor errors, they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.	Students who perform at this level on the CELDT typically match more difficult vocabulary words to pictures; use irregular plurals; identify antonyms; use context clues to complete sentences in a short passage; identify different genres; recall details and answer more difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences; and recognize common abbreviations and more complex grammar and spelling patterns.	Students who perform at this level on the CELDT typically demonstrate use of possessives, superlatives, regular plurals, prepositions, and articles; use vocabulary that is specific; write a complete sentence that is appropriate to a picture prompt (may contain minor grammatical, syntactical, mechanical, or spelling errors); and write a short story in response to sequenced pictures (contains clear ideas and accurate transitions with few errors).
Intermediate Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of vocabulary and syntax related to social language, with limited comprehension of academic language; they understand and follow simple oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.	Students who perform at this level on the CELDT typically match similar sound patterns and identify compound words; recognize multiple-meaning words; apply abstract concepts to categorize words; use the context of a sentence to fill in the blanks with the correct words; and recall details and answer questions that involve sequencing, summarizing, drawing conclusions, or making simple inferences after reading a story.	Students who perform at this level on the CELDT typically use standard writing conventions such as word order, subject/verb agreement, verb tenses, pronouns, and contractions; use common vocabulary; write a simple sentence appropriate to a picture prompt (may contain errors in grammar, vocabulary, and/or syntax); and write a short story by listing events or ideas based on sequenced pictures (may contain repetitive transitions and errors that do not affect meaning).
Early Intermediate Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.	Students who perform at this level on the CELDT typically understand basic social language, with limited comprehension of academic language, and understand and follow some simple oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.	Students who perform at this level on the CELDT typically match simple vocabulary words to pictures; hear a word and select its printed form from a choice of similar words; recognize basic semantic categories, such as regular plurals and simple synonyms; use phonemic awareness and phonics skills, such as rhyming, at a higher level.	Students who perform at this level on the CELDT typically begin to use some standard writing conventions, such as spacing, punctuation, and capitalization; use vocabulary that is basic and may be limited; and write a phrase or a simple sentence based on a prompt (may contain numerous errors that obscure meaning).
Beginning Students performing at this level of English language proficiency demonstrate little or no English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.	Students who perform at this level on the CELDT have little or no receptive skills, or may demonstrate limited comprehension of a few basic words and phrases and understand and follow few simple oral directions.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose; they attempt to tell part of a story, using simple words and phrases.	Students who perform at this level on the CELDT may demonstrate no receptive skills, or may identify the letter that corresponds to the initial sound of a simple spoken word and begin to recognize some basic groups of related words.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may use a few standard writing conventions and attempt to write a short story in response to a picture sequence (writing is minimal and contains some isolated English words).

Note: For more complete skill area proficiency level descriptors, please reference the Scoring Guide for this grade.

Section VI

Appendix

Glossary of
CELDT-Related
Terms/Acronyms

June 2008

**Prepared by the
California Department of Education**

Glossary of CELDT-Related Terms/Acronyms

AA — Annual Assessment	The CELDT is given once each year to English learners as an annual assessment of their progress toward English proficiency (also referred to as AA).
CDE — California Department of Education	The CDE provides leadership, assistance, oversight, and resources to local educational agencies to create a dynamic, world-class education system that equips all students with the knowledge and skills to meet world-class standards and excel in college and careers. Directing the CDE is the State Superintendent of Public Instruction (SSPI), who is elected statewide.
CELDT — California English Language Development Test	The CELDT is the state test of English language proficiency that school districts in California are required to administer to newly enrolled students whose primary home language is not English and to English learners as an annual assessment (<i>Education Code</i> sections 313 and 60810 the federal title III of the No Child Left Behind Act of 2001).
CELDT Blueprints	The CELDT blueprints outline specific ELD standards tested and the number of questions included within each domain on the CELDT for each grade from kindergarten through grade twelve.
Domains	Domains are the areas of listening, speaking, reading, and writing assessed by the CELDT. The No Child Left Behind (NCLB) Act of 2001 also requires that comprehension be assessed, which is calculated as the average of listening and reading scale scores.
ELD Standards — English Language Development Standards	ELD standards, adopted by the State Board of Education (SBE) in 1999, define what English learners in California public schools must know and be able to do as they progress toward full fluency in English.
English Learner	Students with a primary language other than English who are not yet proficient in English.

English Proficiency

The SBE established guidelines, based on *Education Code* Section 313(d), for school districts to use in reclassifying students from English learner to fluent English proficient. The four criteria are:

- (1) Assessment of English-language proficiency, which in California is the CELDT;
- (2) Comparison of performance in basic skills, which the SBE has indicated should be based on results of the student's latest California English-Language Arts Standards Test (CST in English-language arts);
- (3) Teacher evaluation of a student's academic performance, which can be based on the student's report card grades, grade point average (GPA), or other measure that school districts use to determine students' academic performance; and
- (4) Parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their student's English-language proficiency and meeting the guidelines for reclassification.

IFEP — Initial Fluent English Proficient

Students with a primary language other than English who have met the district criteria of proficient in English (i.e., those students who were initially identified as fluent).

II — Initial Identification

The CELDT is first given to newly-enrolled students, whose primary language is not English, as an initial assessment of English fluency.

Performance Level Descriptors

Performance level descriptors describe the competencies associated with each performance level. Performance level descriptors characterize what students at each performance level know and can do.

Performance Levels

The SBE has established performance level cut scores for all four domains (listening, speaking, reading, and writing) and overall performance on the CELDT. Student CELDT scores are identified as falling into one of five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

Proficiency Levels	The ELD Standards identify five proficiency levels through which English learners progress toward English proficiency: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.
Primary Language	The language identified (at the local level) to be the individual's primary language based on information provided in the Home Language Survey upon the student's first enrollment in a California public school. This identification is done only once during the course of the student's academic career and is used to identify students to be assessed with the California English Language Development Test.
Reclassification	Reclassification is the local process used by school districts to determine if a student has acquired sufficient English fluency to perform successfully in academic subjects without ELD support.
RFEP — Reclassified Fluent English Proficient	Students with a primary language other than English who were initially classified as English learners, but who have subsequently met the school district criteria of English proficient.
RTQs — Released Test Questions	RTQs are selected questions taken from prior administrations (2003–2006) of the CELDT. These questions cover a selection of ELD standards within the four domains tested, demonstrate a range of performance, and represent a variety of ways ELD standards can be assessed. Since RTQs are released to the public, they will not appear on future forms of the CELDT.
SBE — State Board of Education	The SBE is the state education agency that sets education policy for kindergarten through grade twelve in the areas of standards, instructional materials, assessment, and accountability. The SBE adopts textbooks for grades kindergarten through grade eight, adopts regulations to implement legislation, and has the authority to grant waivers of the <i>Education Code</i> . The SBE has 11 members, appointed by the Governor.

**Title III of NCLB — Title III
of the No Child Left Behind
(NCLB) Act of 2001**

The Title III section of NCLB requires states to administer a test to newly-enrolled students whose primary (home) language is not English to determine their level of English fluency. In California, the CELDT serves this purpose. Students identified through the initial assessment as English learners must be given the CELDT annually until they are reclassified as fluent English proficient (RFEP). Title III also sets Annual Measurable Objectives (AMAOs) or targets that school districts receiving Title III funds must meet, which in part are based on CELDT results.